

2026 Dyslexia Coalition Priorities

For Parents and Stakeholders

The Dyslexia Coalition is advocating for continued literacy improvements for struggling readers, including students with dyslexia. We support strong READ Act implementation and funding, dyslexia PD for educators' license renewal, data interpretation for universal screeners, and administrator PD.

HF60 / SF1842 Dyslexia PD

Require a one-time, 2-hour educator PD covering: 1) the effects of dyslexia on the development of reading, 2) effective instructional needs for students with dyslexia, 3) the mental and behavioral comorbidities of dyslexia, and 4) defines district and state resources.

- Ensures educators are prepared to support conversations with parents and staff.
- The READ Act strengthens core instruction, yet students with dyslexia require additional, more intensive support from their learning environment to make adequate progress.
- Knowledge about how dyslexia presents in students is NOT included in any of the three Read Act teacher PD choices.

Screening language fix for Grades 2 & 3

- New language added to the original READ in 2025 negatively impacted 2nd & 3rd grade students by disallowing the use of important subtests for foundational reading skills to screen for characteristics of dyslexia. This change increases the likelihood that children in grades 2 & 3 would not be identified for support.
- The new language was added by the University of Minnesota CAREI Director without the oversight of the dyslexia specialist or the state literacy specialist.
- Amend language from session 2025 and revert to the original 2023 Read Act.

Add Administrators to the Read Act teacher training

- Administrators need to learn about SOR to effectively support their staff, students, and families.
- School leaders need a foundational knowledge of SOR to make decisions on general ed curriculum and intervention.

Important Dyslexia Facts

- Dyslexia affects 17 – 20% of the population. Approximately 135,000 students in MN are likely dyslexic (MN Dept of Revenue Analysis).
- 60% of dyslexic students also suffer from anxiety, depression, executive function, dysgraphia, and dyscalculia, which, when not supported or understood, may evolve into behavior issues and absenteeism.
- Students not proficient in reading by the beginning of 3rd grade have only a 26% chance of catching up, which contributes to co-morbidity associated with learning disabilities.
- 19% of high school grads cannot read, which increases joblessness, substance abuse, and underemployment.

